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Promoviendo un bien sustentado sentido de auto-eficacia en la producción oral del inglés de los estudiantes de 4º de la ESO

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Trabajo de Fin de Máster

**Promoting a well sustained
sense of self-efficacy in 4th ESO
student's English oral
production**

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RESUMEN

A pesar de que exista un enfoque comunicativo en las clases de inglés, parece ser que esto no hace que, alguien que no tiene la suficiente confianza en sí mismo, quiera expresarse en ese idioma. Debidamente documentado, este trabajo de innovación se centra en que los estudiantes sean conscientes de que las habilidades se pueden mejorar mediante la práctica. Además, los profesores tienen que animar a los estudiantes a establecer metas individuales que sean factibles; dándoles herramientas para mejorar su fluidez y rendimiento oral, evitando la comparación interpersonal en clase; así como provocando situaciones en las que sus habilidades orales en la L2 sean apreciadas por sus seres queridos. El resultado final ha sido el diseño de un plan de acción concebido para ayudar a los estudiantes a mejorar el sentido de la autoeficacia, a la hora de hablar en inglés.

Palabras clave: inglés como segunda lengua, habilidades orales, autoeficacia, autorregulación, metas alcanzables, trabajo en grupo, estrategias discursivas.

ABSTRACT

It seems that a communicative approach to learn English doesn't work for someone who is not self-confident enough to speak in the L2. In this innovative project, after being properly documented on the subject, the focus has been especially put on students being aware of the fact that skills can be enhanced by training. Moreover teachers must encourage students to set achievable, individual goals; giving them tools to improve their oral performance; avoiding the interpersonal comparison in class; as well as provoking situations in which their speaking abilities in the L2 are appreciated by their loved ones. The final result is the design of an action plan conceived to help students enhance their self-efficacy sense, when speaking in English.

Key words: English as a second language, oral skills, self-efficacy, autoregulation, reachable goals, group work, speaking strategies.

1. INTRODUCTION

'Learning by doing' has proved to have all the rights for being considered an axiom. However, when talking about speaking in English, the link between both concepts is not so straightforward.

Parting from the natural communicative function of languages, nowadays, teachers are advised to give students as much opportunities as possible to express themselves in English. However, this learning approach doesn't work for someone who is not confident enough to speak in the L2.

Secondary students, not only have to face all the physical and psychological changes adolescence brings them in their way to adulthood, but also, all the difficulties that nonnative people find when speaking in English.

Among these obstacles there is the difference between the written and the spoken form of the English language. Moreover, the Spanish custom of dubbing foreigner films makes difficult to get used to the sound of other languages.

For that reason, as the only way of learning how to communicate efficiently in a language -apart from listening and observing- is by practicing it, students are compelled to speak in English, even when they don't feel self-confident enough to do it, which means a threat to the students' self-efficacy sense.

Regarding self-efficacy, Gecas (1982) explains that it is the competence factor of the perception of the 'self', being the 'self' the personal internal reflection between the 'I' and 'Me'. That is to say that our self-efficacy sense, alerts us of how well we are able to performance any given task.

Accordingly, to be able to have a good self-efficacy sense, students, especially if they are adolescents, not only should be given as many opportunities as possible of communicating in the L2, but also, teachers should use tactics and teaching methods to make them have satisfactory speaking experiences. That way, these adolescents will be able to build up a well sustained self-efficacy sense, which will make them willing to continue learning and improving.

All this considered, the aim of this innovative project is to make 4th ESO students obtain a satisfactory perception of their oral performance. The reason behind choosing this target learners remains on the fact that it is the last

compulsory course in Spain, which means that, for some people, this will be the last time they are taught English as a second language.

Therefore, in order to improve the students' English oral performance, and after having taken good note of all the information gathered from the literature review, in this innovative project are going to be designed two didactic units where, what has been learned about the adolescence period, self-efficacy, teaching methods, and language acquisition, is considered and implemented. The process that has been chosen for this project must be gradual and cumulative, including different phases or steps that are going to be followed.

First of all, and after the first term assessments, the teacher will dedicate one-to-one tutorials to deepen into the students' oral performance to be able to design a plan of action.

The first didactic unit is thought to prepare students for the second one, which, in turn is going to be split into two stages. Finally, there will be a presentation in front of the teacher and the students' family representatives. This task will serve the teacher, together with the students' implication in class, as a formative assessment. Likewise, this will serve students as a stimulus and the students' families as a proof of their children's development and effort.

This structure has been chosen because, that way, students will focus on just one task at the time, implementing later what they have previously learned. Besides, that way the teacher will have more room for adapting the program to the students' assimilation of the contents. Although this project offers a schedule, it must be said that the ideal scenario would be that one where there is not a fixed timetable.

2. OBJECTIVES

Regarding the students' English spoken performance, this innovation project will focus on designing a plan to make 4th ESO students to be motivated enough to be interested in the tasks, which will bring them the expected outcomes, they have already set as personal goals in the 'Commitment Contract', signed in the one-to-one tutorials with the teacher, after having heard their recorded performance in the first term assessment (annex 3).

Since self-efficacy is linked to motivation, outcome expectations and task interest (Zimmerman & Clearly, 2006), this plan is conceived to make learners proactive in managing more efficiently their own learning.

Moreover, this project pursues to make students conscious of what they can objectively achieve. Therefore, to teach students how to self-regulate will be also a central point in the intervention proposal designed. Furthermore, the program outlined also aspires to make students understand that their spoken skills will be enhanced by way of training, and that, the more they practice, the more ability they will get.

As a matter of fact, the innovation proposed in this project is based on teachers making students be aware of their personal L2 oral skill development, while encouraging them to be independent learners. To be able to do that, in contrast to what has been done until now, where students have been seen as a whole, and teaching methods have been applied separately, in this innovation project, after being taken into account different variables, such as the student's growth characteristics or the psychological, social and linguistic aspects of communication, students are treated as individuals and different teaching methods are applied.

What happens is that, as the oral skill is one of the most difficult to obtain when learning English, teachers have to find ways of making students willing to improve their speaking performance, despite them feeling insecure or unfit to do it.

The way this Innovative Project pretends to reach its objectives is by designing a plan of action where the focus is put on the students' needs. Moreover, the tasks and activities, not only will be adapted to the learners, but also teachers will

appreciate any of the students' improvements, whatever small these might be. Specifically, these innovation project objectives will be the following:

➡ Main objective:

- To design an innovation project adapted to students' needs and conceived to foster satisfactory oral productions in the English language classroom of 4th of Compulsory Secondary Education.

➡ Specific objectives:

- To design an innovation project:
 - To encourage students to pursue their own goals.
 - To make students willing to speak in English, despite the many problems they might have with the English pronunciation.
 - To give students opportunities to self-regulate their English spoken production.
 - To make students understand and feel that making errors, and learning from them, is within the process of learning.
 - Where students would learn strategies to improve pronunciation and fluidity, when speaking.
 - To teach students that difference can be an asset when working in group, and that everybody has some strength.
 - To make students understand that ability is achieved by way of doing.
 - To put into practice the theory learned in the literature review.
 - To analyze the consequences of applying different teaching theories and methods in class, to improve the student's self-efficacy sense.

3. THEORETICAL FRAMEWORK

3.1. Introduction

In order to reach the aforesaid objectives, basically, the theoretical principles in which this innovation project is based on are those which have psychological, linguistic and pedagogical roots.

In relation to the target students of this project, Oliva et al. (2010) introduce us to a positive viewpoint of the adolescents' development, in contrast to the negative perspective with which the adolescence issue had been tackled in the past. This model puts the focus on all the aspects that can impulse a healthy development of youth. It is divided into five sections: personal, social, cognitive, emotional and moral (Oliva et al, 2010), which conform a flower shape in which center is placed the 'personal' development area, with 'self-esteem', 'self-concept' and 'self-efficacy' at the top of the list (annex 1).

As for self-efficacy is concerned, the psychologist Albert Bandura defines it as "the people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p. 71). To Bandura (1999), this self-efficacy sense implies cognitive, motivational, affective and selection processes.

Furthermore, according to this scholar, self-efficacy, self-concept and self-esteem are interrelated. Being 'self-efficacy' the competence factor of the perception of oneself, 'self-concept' the consequence of contrasting oneself with the rest of the world, and 'self-esteem' the emotional valuation of the perception of the competence of oneself.

Moreover, there is another important aspect to have into account and this is 'self-verification', which acts as a bridge that connects self-efficacy with self-esteem. However, for that self-verification being able to take place, people not only need to interact with others, but they also need to find the right conditions to be willing to do it, as it is explained in the next quotation:

People seek opportunities (and the groups that provide them) to verify their identities and avoid situations (and groups) where self-verification

is problematic. Such efforts help individuals manage and maintain their self-esteem. In this way self-esteem can be viewed as a self-motive, organizing and providing direction for behavior. (Cast & Burke, 2004, p. 1043)

Nevertheless, in the following sections there are other aspects of the subject of this project, taken from the literary review.

Accordingly, in section 3.1., self-efficacy and its effects on students is treated; section 3.2. deals with the relationship between self-efficacy and self-regulation, as well as with its consequences in teaching; in section 3.3., Blumenthal (2014) and Tomlinson (2000), deepening into the role of teachers in the student's self-efficacy sense, give them some piece of advice to apply in class; section 3.4. deals with memory and the way to trigger it, in order to help students with their spoken performance; whereas in section 3.5. Martin et al. (2011) make reference to the adolescent's brain development, and its management by teachers, parting from the fact that there are different neuronal growth paces in students; section 3.6. presents information about the different teaching approaches; the relationship between the fact of students being different, and teachers using different teaching methods is dealt with in section 3.7.; whilst, in section 3.8. the focus is put on the social aspect of communication, which, together with individual features, is linked to motivation.

3.2. Self-efficacy and its effects, by Bandura (1993, 1994, 2006)

To learn about the nature of self-efficacy and its effect on the students' behavior, especially on adolescents, different articles, written by the psychologist and scholar Albert Bandura have been studied. In this regard, the next quotation explains the implication of self-efficacy in people's thoughts and actions:

Efficacy beliefs influence whether people think erratically or strategically, optimistically or pessimistically. They also influence the courses of action people choose to pursue, the challenges and goals they set for themselves and their commitment to them, how much effort

they put forth in given endeavors, the outcomes they expect their efforts to produce, how long they persevere in the face of obstacles, their resilience to adversity, the quality of their emotional life and how much stress and depression they experience in coping with taxing environmental demands, and the life choices they make and the accomplishments they realize. (Bandura 2006, p.309)

As it can be seen in this quotation, Bandura's theories part from a psycho-social concept of learning, where perceived capability is directly connected to perceived outcome or performance capabilities.

As a matter of fact, this scholar believes that those who think that ability can be acquired by doing and learning overcome easily any difficulty. This happens because, as Bandura explains, "higher cognitive effort produces better memory performance" (Bandura, 1993, p.121). As a consequence, students link capabilities with personal improvement, instead of doing it in comparison with the achievement of others.

Moreover, this proactive concept of 'ability' leads people to believe that they can overcome any uneasy situation. At least, it is rather effective since "it produces personal accomplishment, reduces stress, and lowers vulnerability to depression" (Bandura, 1993, p.145).

Furthermore, this scholar affirms that just the fact of someone been able "to make oneself get things done, that one knows how to do, regularly, despite different types of dissuading conditions, is a sign of efficacy in itself" (Bandura, 2006, p.311).

Therefore, to consider ability as something to be acquired and incremented by way of doing something regularly, will lead students to have a better perceived cognitive self-efficacy.

3.3. Self-efficacy, teaching approaches and self-regulation, by Zimmerman (2006)

In the same line as Bandura, Zimmerman, deepening into the subject of self-efficacy, states that there is a relationship between self-efficacy and self-regulation:

“Self-efficacy beliefs exist within this system of self-regulatory beliefs and processes” (Zimmerman, 2006, p.56). In fact, this scholar links school-related contexts and self-regulation with students’ performance at school: “Students who cannot form and maintain positive social relationships with classmates or who have trouble self-regulating their behavior will often suffer academically as well as socially and personally” (p.54).

Moreover, this author also considers that, although there are previously established minimum academic proficiency levels for secondary education, for students becoming independent learners, capable of managing their own behavior "a broader, more long-term goal of secondary education should involve empowering students to become independent, self-regulated learners” (p.56).

Additionally, Zimmerman believes that, for students to be able to be involved in academic pursuits, first they have to learn the appropriate methods for every task and context. Therefore, this author proposes that “strategies can be thought of as purposive personal processes and actions directed at acquiring knowledge or skills” (p.59).

For that reason, Zimmerman advises teachers that, in order to make students to be involved in their learning process, it is needed to have the following teaching approach: “homework assignments must be transformed into personal goals; study time needs to be allocated prudently; and completion of the goals needs to be self-monitored closely” (p.46).

3.4. Dealing with Students’ Self-efficacy, by Blumenthal (2014) and Tomlinson (2000)

Regarding students setting goals, Laura Blumenthal (2004) believes that if students understand that they are who have to shape and control their own learning, it will provide them with the needed strength to make plans to improve, building up that way their sense of autonomy, which will generate on them the need of being coherent with the commitment taken. Consequently, this author gives the next piece of advice to teachers:

Teachers could help students set appropriate goals in ESL classrooms by making course or lesson objectives explicit and encouraging students to monitor their progress toward achieving them. Teachers could help students to set their own goals by encouraging them to increase the domains in which they use English, and to track the expanding number of situations which they can navigate in English as they do so. (Blumenthal, 2014, p.71)

In this sense, Tomlinson (2000) also states the necessity of teachers stressing the most relevant features of what is taught:

The brain is structured so that even the most able of us will forget more than we remember about most topics. It is crucial, then, for teachers to articulate what's essential for learners to recall, understand, and be able to do in a given domain (p.9).

Furthermore, another way Blumenthal considers teachers will foster students' self-efficacy is by facilitating discussions in class about the strategies students use.

Likewise, Blumenthal reflects on the idea that it would be also advisable to make student's families to get involved into the learning process, which is based on the belief that the family members' attitudes would impact on learners more than the strangers.

3.5. The role of Memory, by Aguilar (2004)

Linking with the memory issue, Aguilar (2004) tells us of different ways of triggering memory. In this regard, this author believes that, students can build up their self-efficacy sense, by enhancing their capacity of retrieving what has been learned.

To create associations between the information and other elements is one of the strategies suggested. This author also considers that to divide the task into several parts makes easier the retention of information.

Moreover, to review what has been learned, not only gives teachers and students clues of the learning process, but also reveals them which data has been retained, and which has not been perceived or stored in memory.

Parece claramente establecido que el aprendizaje de un contenido es mejor si se extiende durante varios períodos de tiempo, en vez de acumularlos en periodos concentrados. [...] Después de cada pausa, una revisión de lo que se ha aprendido permite verificar el nivel del resultado conseguido durante la sesión anterior y permite también controlar la retención de los datos. (Aguilar, 2004, pp. 133-134)

3.6. Adolescence, Brain and Education, by Martin et al. (2011).

Regarding the relationship that there is between memory, the adolescence period and the process of learning, the psychologists Martin et al. (2011) introduce us to the issue of the different pace the adolescents' brain development has in this growing phase, which affects memory: *“los lobulos frontales son estructuras cerebrales de maduración tardía y que se presenta, en los alumnos, con diferentes ritmos”* (p.54).

Moreover, supporting the mentioned Tomlinson's beliefs about the necessity of taking pupils' differences into account, Martin et al. refer to a '*perspectiva neuroevolutiva*', when talking about the students' different capacity of memorizing.

Likewise, these authors name some steps to be followed by teachers to make students develop the way they process the information. It is what they call '*modelo retórico*', which allows students to go from the concrete thought to the abstract one (p.56):

1. *Narrar.*
2. *Ejemplificar.*
3. *Comparar.*
4. *Generalizar.*
5. *Clasificar.*
6. *Definir.*

Furthermore, these psychologists advise teachers not to overload students with information, because, as it is explained below, a mind in calm helps to have a more reflexive thought:

La mente del lector habituado es una mente en calma y no en ebullición, pues cuando se trata de actividad neurológica seria, como es la del pensamiento reflexivo, es un error pensar que cuanto más información, mejor (Martin et al., 2011, p. 56).

3.7. Teaching Approaches and Instructional Issues, by Hummel, (2014)

As for teaching methodologies, the scholar Kirsten M. Hummel (2014) introduces us to the main L2 teaching approaches from the Middle Ages to the most recent years. She tells us that, from the beginning, there has been a controversy in the teaching field, which has gone from focusing strictly on grammar to using a Direct Method, where classes are given strictly in the L2.

Moreover, other methods, based on behavioristic believes, were used, like the so called 'Audiolingual', which consists of making students repeat language patterns (Hummel, 201, p. 110).

Additionally, there have been attempts to 'humanize' language learning by applying affective-humanistic teaching techniques such as 'Suggestopedia', which "promoted a relaxed stress-free environment" (Hummel, 2014, p. 112), by using background music and making students feel comfortable.

However, nowadays, there is a tendency to focus on the natural, communicative, function of languages. So, there are 'Communicative-Based' approaches to L2 teaching, which "emphasizes communication using techniques that engage learners in the pragmatic, authentic, functional use of language for meaningful purposes" (Hummel, 2014, p.115).

Conversely, other teaching approaches focus on grammar techniques, such as 'Input Flooding' which "expose learners to substantial amounts of input, or examples of a given linguistic feature" (Hummel, 2014, p.120). Likewise, Hummel refers to other teaching methods where the attention to grammatical forms is drawn through various means 'Processing Instruction' (p. 130).

Other teaching methods are those which follow a 'Task-Based' approach, where students practice, and learn, English by being involved in resolving tasks. As Hummel explains, it is "an approach related to communicative language teaching

which emphasizes, through concrete learning outcomes in the form of 'tasks', what learners are able to do with the language" (p.116).

However, among the more used teaching methods are those who have communicative and task-based approaches, with a previous foundation on focus on grammar (FonF).

Nevertheless, there is a 'Postmethod' perspective to teaching where teachers 'take an active role', by using different teaching approaches, depending on different teaching contexts, parting from the belief that there is not something like the 'best' teaching method.

3.8. Differentiating Teaching Approach, By Tomlinson (1999, 2000)

Beyond all these different teaching approaches, Carol Ann Tomlinson proclaims that, as not all the students in a classroom affront classes in the same way, to use a differentiating teaching method in class is needed.

In this type of classes, instead of teachers following the curriculum guide, they begin from the learning stage students are. That way, what has to be reached, as a goal, is not marked by the most advanced students' development, but by each individual's development: "In differentiated classrooms, teachers ensure that a student competes against himself as he grows and develops, more than he competes against other students" (Tomlinson, 1999, p.2).

Moreover, as group work requires of people having different characteristics and abilities, students would feel less exposed to comparison. Besides, this way of working in class allows diversity.

In that regard, Tomlinson believes that, if properly designed and skillfully managed by teachers, group work would lead students to understand that "everybody has strengths, and that nobody has all of them" (Tomlinson, 2000, p. 2).

3.9. Motivation and Integration, by Costa (2009)

Regarding the relationship that there is between self-efficacy and self-regulation, as well as the abovementioned need for having a social approach to learning, the

scholar and researcher Fernanda Costa Rivas, while talking about motivation, referred to Gardner's idea of 'integrativeness' as one of the moving engines needed to keep going in a social learning scenario.

"Self-efficacy beliefs exist within this system of self-regulatory beliefs and processes" (Zimmerman, 2006, p.56). In fact, this scholar links school-related contexts and self-regulation with students' performance at school: "Students who cannot form and maintain positive social relationships with classmates or who have trouble self-regulating their behavior will often suffer academically as well as socially and personally" (p.54).

Gardner (1985) shows that individuals with an integrative motivation demonstrate much more effort in learning, and thus achieve greater L2 competence than individuals with an instrumental orientation. This has led to the suggestion that the integrative motivation was in some way superior to the instrumental motivation and was strongly associated to L2 achievement. (Costa, 2009, p. 466)

In this quotation, 'integrative' motivation refers to the learner's desire of becoming part of a community, in order not to be discriminated because of the language.

As for students having an 'instrumental' motivation, it is linked to the consciousness of the benefits that learning a language can bring them, such as passing an examination or getting a better job.

Moreover, Costa (2009) also considers that teachers should pay attention to the images that students, with low marks and poor attitudes towards studying, have of themselves: "Teachers should act as researchers, recording their classes, interviewing and questioning their students to keep track of their aims, desires, expectations, fears, and learning progress" (p.82).

That way, instructors will be able to remove fears and insecurities from unmotivated students.

Furthermore, it is also believed that this would help students to be willing to participate in class, because, once they have a satisfactory 'self' image, they will feel fit to do it.

4. STATE OF THE MATTER

4.1. Relationship between Self-efficacy and Self-regulation

Regarding the role of teachers in the student's self-efficacy issue, studies done on the role of self-efficacy in academic motivation, and its connection with self-regulation of learning, bring light at how teachers have to handle the student's oral performance in the L2. This is especially important when dealing with adolescents, due to the peculiarities of this growth period, as Zimmerman & Clearly (2006) explain:

Adolescents are not good at setting goals and anticipating the consequences of various courses of action. Thus, they need to develop diverse self-regulatory skills, such as goal setting, self-monitoring, time management, and self-evaluation, in order to succeed in school. Otherwise, they'll fail to employ effective task-specific strategies such as preparing for tests. (Zimmerman & Clearly, pp. 46-47)

Moreover, contrary to the way homework and study have been established so far, where everything in class was imposed, Zimmerman & Clearly (2006) found out that, when teachers encourage adolescents to take charge of their learning process, giving them the right tools to overcome difficulties, they are more able to self-regulate and enhance their self-efficacy sense, as it is explained in the next quotation:

Although the importance of self-efficacy is now well established, the magnitude of its effect varies considerably depending on other variables. Adolescents' sense of personal efficacy is especially influenced by their capability to self-regulate their functioning, such as setting optimal goals, implementing effective strategies, self-monitoring accurately, self-evaluating using appropriate criteria, and attributing causation to adaptable processes. When training interventions are designed to enhance these and other academic self-regulatory functions, adolescents are significantly empowered to make this vital developmental transition. (Zimmerman & Clearly, 2006, p.65)

Regarding self-regulation, the researches Rodriguez, Alvarez & Benito (2011) found out that those students who have low verbal abilities normally have a misleading awareness of their knowledge. The aforesaid gives as a result that, when these students perceive how poor their speaking abilities are, they get disappointed and less willing to speak, which, as a consequence, makes them lose the chance to perceive what is what they actually know, and what they have to learn, in order to self-regulate themselves.

Therefore, to improve the students' oral self-perception, teachers must use any recourse to make students have successful performance to upgrade the previous ones.

4.2. Investigation on social participation and creativeness

Regarding the issue of how to reinforce the competence evaluation of the 'self' in students, Sewell & St George (2000) investigated on "how make students see themselves as creative agents capable of social participation" (Sewell & St George 2000, p. 62).

As it has been explained before, school-related contexts and self-regulation is certainly linked (Zimmerman, 2006) since students need to maintain a positive social relationship with their classmates as well as success socially and personally, in order self-regulate.

As a matter of fact, Sewell & St George (2000) studied how highly efficacious students, in contrast with less efficacious ones, processed the information by testing a teaching model called Creative Problem Solving.

The starting point of their studies is the work done by Bandura (1995) about the sources of the development of the efficacy believes, which are the following:

- Mastery experiences: Having successful performance.
- Vicarious experiences: Seeing others, how they achieve goals by persevering.
- Social or self-persuasion of capability: Realistic possessiveness regarding one's capability.
- Interpretation of one's physiological and emotional stress reactions

Creative Problem Solving (CPS) is a method which consists of six strategic steps, (p. 62).

1. Sensing Problems: Being alert to something needing attention.
2. Finding Facts: Asking questions to find out about the problems.
3. Finding the problem: Analyzing the information to arrive at one manageable problem.
4. Finding ideas: Brainstorming creative ideas to solve problems.
5. Finding solutions: Using criteria to judge the best solutions.
6. Making it happen: Developing a plan of action to implement the best solution(s).

These steps are taught and practiced separately. Then, feedback is given for good performance to the students. Furthermore, within group work, creative ideas are brainstormed and judged, then, the best solutions are applied.

The final goal of this method is students to be able to participate in the process of finding solutions to problems and, after reflecting upon every characteristic surrounding these problems, reaching positive outcomes.

Moreover, Sewell & St George (2000) assures that Creative Problem Solving, “emphasize the social construction of knowledge, creativity, inquiry, values-exploration and social decision-making.” (p. 62). The mentioned study was carried out within a group of elementary school students.

Notwithstanding, to apply the ‘Creative Problem Solving’ method to the present innovation project, it will have to be adapted to 4th ESO students, especially in regard to the students’ reachable goals.

As for its ‘task-based’ method structure, it is flexible enough to adjust it to any students’ age or learning level, being the steps suggested easy to use in any class group.

This method had good school results, for both, those who had a high self-efficacy sense, and those who had a low self-efficacy sense, being the improvement much higher in those who had it low. This is considered logical because, those who had a low self-efficacy sense had more room for improving than those who had it low.

In this regard, Sewell & St George found out that “students with high self-efficacy tend to attribute difficulties or failure to insufficient effort, adverse conditions or using the wrong strategies, whereas those with low self-efficacy attribute failure or problems along the way to insufficient ability“ (p.68).

Likewise, these researchers observed that, in order to avoid anxiety, and make the learning process smoother, there has to be given more importance to task involvement than to performance evaluation.

4.3. Studies on the Use of Patterns of Language in the speech

Regarding the need of including appropriate strategies, David Wood (2002) also explains that students need to be given tools to be able to build up a well sustained self-efficacy sense. In this sense, he refers to studies done on the use of fixed language units, or sets of words recalled as a chunk, which said all at once as if it were a single word, can generate a fluent speech.

There is evidence that speech fluency lays to a great extent in the control of large numbers of lexical phrases and sentence stems, at least in English, a relatively uninflected language [...] Strings of language can then be generated appropriate to the ideas linked to the stimuli, while more specific items and constructions can be placed with or within the formulae. In this way fluent speech is generated. (Wood 2002, p.6)

Moreover, Wood considers that the students' self-efficacy sense can be enhanced by memorizing these lexical patterns, after having understood their social use:

A sense of self-efficacy could influence and be influenced by speech fluency in L2. A High degree of self-efficacy built by a history of positive experiences as a communicator, a sense of belonging to an empowered group, and as a speaker of L1 and/or L2 could encourage self-efficacy as an L2 speaker. This could lead to the early emergence of voice and a sense of power in L2 discourse. (Wood 2002, p.74)

As a matter of fact, Wood assures that a person gains fluency when he, or she, memorizes these chunks because, among other benefits, it provides speakers with more time to be aware of other conversational aspects.

Furthermore, due to students not having to think of a word after another word, when they use formulaic language, or memorize chunks of words (which can be combined with others) they can pay attention to other aspects of the language, such as rhythm or word stress, because, as Wood explains:

This reduces the amount of planning, processing, and encoding needed, and gives the speaker time to pay attention to the multitude of other tasks necessary while speaking, such as generating specific lexical items, planning the next unit of discourse, syntactic processing of novel pieces, and so on. (Wood 2002, p.7)

Regarding this same issue, Dillon (2015) tells us about a study in which it was given especial importance to the repetition and memorization of chunks of words, to improve the student's oral performance. In fact, the outcomes of these studies are said to reinforce this line of action: "Results for this small-scale study are, broadly speaking, supportive of the approach and of benefits for learners" (Dillon, 2015, p.259).

Therefore, studies show that the use of long patterns of language might place students on a position where they can feel control over their speech, which can ameliorate their speaking performance and, hence, their self-efficacy sense.

4.4. Studies on the role of phonetics in speaking acquisition

As it has been shown so far, teachers must provide students with tools and strategies to help them to improve their speaking performance. In this regard, there are studies on the good results in the students' pronunciation when they are taught phonetics.

As a matter of fact, Gordon, Darcy & Ewert (2013) investigated on the convenience of teaching explicit phonetics to students within a communicative methodology.

In this research, the thirty intermediate students who participated were divided into 3 groups, where different teaching procedures were implemented.

Final outcomes showed that to mix a communicative approach with explicit instruction on form helps students to achieve accuracy when speaking, as it is explained in the next quotation:

Results demonstrate that even adding only a relatively time-limited explicit pronunciation component in a primarily communicative classroom can lead to beneficial results in production for learners (Gordon & Ewert, 2013, p. 201).

5. PROPOSAL OF APPLICATION IN THE CLASSROOM

5.1. Introduction

First of all, there has to be said that, in this project, the innovation is not in the tools but in the teaching approach, which focuses on the process, instead of doing it on the results. Likewise, in order to make students feel comfortable and joyful, a special care will be put in the class atmosphere.

As for the lay out of the class, the main idea is individuals to work within a group. That way every student will have the chance to realize that everybody is necessary, and has a task to do. The teacher will work as a facilitator, guiding students.

Regarding the language used in class, the teacher will conduct it primarily in English, with explanations in Spanish, when necessary. In fact, the classroom, and didactic units, will be designed in such a way that students will have many different opportunities to speak in English.

Moreover, for students to know how to pronounce properly the English words, the focus will be put on the grammatical form (FonF), by teaching students pronunciation, using phonetic tools.

Likewise, the English rhythm and pace will be also taken into consideration. Additionally, students will be taught linguistic and communicative strategies, to be used when having problems in finding the right word and expression.

Besides, it is also considered how memory works; paying especial attention to the phases of the information process, because it is thought that it would help students with the retrieval of information from memory. Furthermore, it will be also taken into account Blumenthal's (2014) advice of making student's families to be involved into their children's learning process.

Therefore, as this teaching proposal is going to be focused mainly on listening and speaking, although along the way all the skills will be worked, the main competences that are going to be worked on are those related with these skills.

Regarding content, this will be that stated for 4th ESO students (Decreto 19/2015, de 12 de Junio). However, as this innovation project is about reinforcing

the students' self-efficacy sense, there will be room for adapting these 'set' requirements to the students' needs, as individuals.

For that reason, the aim of this innovation project is to design two didactic units to be implemented after the first term evaluation, once teachers have had the opportunity of assessing students. Although, before that, there will be one-to-one tutorials, where both, teacher and student, after having studied the oral student's performance, will explore into the main problems found when speaking in English. That way, both student and teacher will be aware of what it is needed to be reinforced. In addition, in these tutorials the teacher will highlight the student's spoken strengths, leaving weaknesses as goals to be achieved. Finally, students will be asked to sign a commitment contract to bind themselves with their English acquisition (see annex 3).

This part of the innovation project will serve the teacher, as well as the learners, to diagnostic, and be aware of, the real state of the students' oral production; to place students into the reality; to prescribe and show ways of achieving goals; and to follow the restoration path. It is one of the most important phases of this project because it will help to design farther strategies and give students the tools they need. These tutorials are thought to be done in 5 days, lasting, more or less, 50 minutes per day.

The first didactic unit is going to be called "Catch the beat of English". The main goal of this didactic unit is to give students the required tools to improve their speaking skills. This didactic unit is designed to prepare students for the second one.

As for the second didactic unit, it will be titled "The impact of social networks on people". This subject has been chosen because it comprises the communication topic, and also because it can be used as an excuse for getting the students' families involved into their children's school matters. This second unit is going to be divided into two different parts, or stages.

The first stage is going to be dedicated to students learning from their classmates, as well as practicing pronunciation, and students looking for information about the subject chosen and doing group work.

While the second stage is left to students organize, memorize and rehearse everything involved in the presentation, in order to assure a satisfactory outcome. Next, there is the outline of the whole innovation project:

Table 1: Outline Innovation Project

OUTLINE INNOVATION PROJECT			
Number of one-to-one tutorials	Days	Time Day	Time Student
25	5	50 min.	10 min.
Didactic Unit	Title		Sessions
1 st	<i>Catching the beat of English</i>		6
2 nd	<i>The impact of social networks on people</i>		
1 st stage	Instruction - Elaboration		7
2 nd stage	Organization - Presentation		3

The competences that are going to be worked on are gathered in the “Disposiciones Generales del Decreto 19/2015, de 12 de junio, por el que se establece el currículo de la Educación Secundaria Obligatoria y se regulan determinados aspectos sobre su organización así como la evaluación, promoción y titulación del alumnado de la Comunidad Autónoma de La Rioja” (BOR, 2015):

1. *Comunicación Lingüística.*
2. *Competencia Matemática y Competencias Básicas en Ciencia y Tecnología.*
3. *Competencias Sociales y Cívicas.*
4. *Competencia Digital.*
5. *Sentido de Iniciativa y Espíritu Emprendedor.*
6. *Aprender a Aprender.*
7. *Conciencia y Expresiones culturales.*

In fact, all the LOMCE seven competences are going to be implemented in this unit. In this sense, the focus of this project is put on the communicative function of the language so that the tools that are going to be used belong to technology: computer, the Internet, etc. and students are asked to use the TICS, to make learning more entertaining such as by means of videos or power points. Furthermore, students will learn ways of improving their English oral expression via strategies or explicit phonetics teaching.

Likewise, students will practice social competences, while interacting with their classmates and will become aware of cultural expressions, while searching for social networks information. Finally, by setting their own goals, students will become proactive in their learning process.

5.2. Objectives

The main aim of the present innovation proposal is to help students to reach the goals they have set, as reachable, in the Commitment Contract (annex 3), regarding their oral performance in the L2. As for the specific objectives to be reached in this proposal, they are the following:

1. To motivate students to be involved in their learning process.
2. To make students know how to get the main information from writings or speeches.
3. To make students familiar with the English language sound and rhythm.
4. To make students connect the English written form with the spoken one, and vice versa.
5. To make students want to practice what they have learned, to gain ability.
6. To reinforce the student's sense of learning autonomy.
7. To make students know how others resolve speaking, and communicative, problems.
8. To show students ways of gaining fluency.
9. To lead students to find their strengths and be aware of their weakness.
10. To make students learn how to do collaborating work.
11. To make students learn how to resolve problems.

12. To make students learn how to get to agreements.
13. To trigger students' creativity.
14. To make students learn how to make a clear, vibrant presentation.
15. To make students learn how to foster memory retention.
16. To help students to be valued by their love ones.
17. To make student confident with their spoken performance.

5.3. Methodology

In this proposal, different teaching methods and theories, retrieved in the previous sections, are going to be taken into consideration:

- To study the images, students have of themselves towards studying (Costa, 2009).
- Not to scant time, the more time invested, the lower probabilities will be of forgetting content (Aguilar, 20014).
- To make students do things regularly (Bandura's, 2006).
- To make students learn the relationships that there are between the parts and the whole information, in order to help them to retain the main ideas in the short-term memory (Aguilar, 2004).
- To divide the task into several parts, in order to allow students to memorize content little by little, making easier to retain it (Aguilar, 2004).
- To teach students phonological (Gordon, Darcy & Ewert, 2013) and rhythm rules.
- To teach students to use formulaic language units, sets of words recalled as chunks (Wood, 2010).
- To make students integrate in a social learning scenario (Costa, 2009).
- To work collaboratively by using the Creative Problem Solving method, for students to sort out real-world problems in a classroom environment (Sewell & ST George, 2000). In this sense, CPS starts by sensing concerns and supporting a fact-finding process to arrive at a problem statement. Creative ideas are brainstormed and judged, then, the best solutions are acted upon.

- To avoid anxiety by giving more importance to task involvement than to the performance evaluation (Sewell & ST George, 2000).
- To give students specific and differentiated feedback, linked to reachable and proximal goals (Sewell & ST George, 2000).
- To make student's families to be involved into the learning process (Costa, 2009).

Moreover, in this innovative project there will be also a previous focus on grammar (FonF) instruction, with successive repetitions and corrective feedback. However, the teacher will follow a communicative approach, where students are engaged to communicate in the L2.

At the first stage of this project, especially for teaching grammar and vocabulary, the teacher will use different ways to highlight the features of the L2 (Hummel, 2014), which comes from the Schmidt's 'Noticing' hypothesis (where forms are repeated by different means), as well as the Vanpatten's 'Input Processing' (IP) model, (where, different ways of drawing the learners' attention to grammatical forms, are used).

To put it in a nutshell, it can be said that the methodology that is going to be used in this innovation project has a communicative approach with a post-method point of view, where the methodology used is going to be adapted to the different teaching needs.

5.4. Didactic Units Calendar

The didactic units are thought to last 16 sessions, of 50 minutes each, which will be carried out in 4 weeks. There will be 4 sessions per week.

As we can see in the table below, the 6 sessions of the first didactic unit will be implemented between the first week and half of the second week.

While the execution of the first part of the second didactic unit will cover the other 2 days left of the second week, as well as the whole third week, plus the first day of the fourth week. As for the second part of the second didactic unit, it will be given in the other 3 days left of this same fourth week.

Table 2: Didactic Units Calendar

Week	Session 1	Session 2	Session 3	Session 4
1	Unit 1	Unit 1	Unit 1	Unit 1
2	Unit 1	Unit 1	Unit 2. (Part 1)	Unit 2. (Part 1)
3	Unit 2. (Part 1)	Unit 2. (Part 1)	Unit 2. (Part 1)	Unit 2. (Part 1)
4	Unit 2. (Part 1)	Unit 2. (Part 2)	Unit 2. (Part 2)	Unit 2. (Part 2)

5.5. First Didactic Unit Design

At the beginning of this didactic unit it, and in order to introduce students in the issue of setting achievable goals, as well as making them realize the importance of being consistent with the commitments made, students will watch the video “Setting Goals” (McMasterUTV, 2014) regarding the issue that is dealt with in this didactic unit. Likewise, the teacher will give students information about what psychologists believe leads a person to succeed in any field.

Furthermore, to help students to feel integrated with the rest of the class, every student will verbalize, in front of their classmates, their main problems and which objectives they have set as reachable goals. Additionally, in order to give students tools to improve their performance, there will be a time dedicated to pronunciation and rhythm. Students will be also given information about connected speech, chunks and linking words, to help them earn fluency while speaking. Games and web tools are going to be used, to reinforce teaching. Moreover, there will be an affective-humanistic approach, to avoid stress and panic attacks, when talking in the L2. All of it done to make learning more amusing and enjoyable.

Among the intervention goals of this first didactic unit is to make everybody find out what is needed to be improved, regarding English their oral expression, plus help them understand that ability is achieved by doing. As for the students’

linguistic goals, these will be those set in the Decreto 19/2015, de 12 de junio, Bloque IV, p. 214:

- *Establecimiento y mantenimiento de la comunicación y organización del discurso.*
- *Léxico oral de uso común (producción) relativo a identificación personal: actividades de la vida diaria; familia y amigos; lengua y comunicación; tecnologías de la información y la comunicación.*
- *Patrones sonoros, acentuales, rítmicos y de entonación.*

Moreover, the competences that are going to be exercised in this unit are: *comunicación lingüística; sentido de iniciativa y espíritu emprendedor; competencia matemática y competencias básicas en ciencia y tecnología; competencia digital; aprender a aprender.*

As for the syntactic-discursive English language content, the students will exercise the following: *expresión de relaciones lógicas: conjunción, oposición/concesión, causa, resultado, condición, estilo indirecto; temporalidad; afirmación; exclamación; negación; interrogación; expresión de tiempo; expresión de la cantidad; expresión del espacio y relaciones espaciales; expresión del modo.*

The intervention strategies that are going to be used in this first didactic unit have to do with helping every student to reach individual goals, giving them the required tools for doing so. Nonetheless, this innovative project has an interventional nature in itself. The methodology that is going to be used in this first unit will focus on form (FonF).

In addition, students will be exposed to “substantial amounts of input, or examples” (Hummel, 2014, p. 121), following the ‘Input Flooding’ method. Regarding materials, there are going to be used computers, videos, recorders, sheets of paper, pens, projector, the Internet, plus different web sites.

Table 3: First Didactic Unit

1 st Didactic Unit					6 sessions
CATCHING THE BEAT OF ENGLISH					50 minutes
Sessions	Objective & Activity	Minutes	Materials	Skills	
1 st	✍ To back up the students' involvement in their learning process the teacher will play the motivational video "Setting Goals" (McMasterUTV, 2014).	4:00	Video	Listening	
	✍ After placing the class in a semicircle, everybody will talk (if possible, in English) about the goals they have set for themselves, regarding speaking in English.	15:00	Background Music (Live your Dreams, 2014)	Speaking	
	✍ To show students how to get the main information from writings and speeches, they will have to locate and underline the most meaningful words from the text "8 ways psychologists say successful people achieve their goals" (Weller, 2017)	15:00	Sheets of paper & a pen	Reading	
	✍ Then, they will classify these words in nouns, verbs, adjectives, adverbs, pronouns and connectives. (In this case, the topic of the text pretends to reinforce the student's motivation).	15:00		Writing	
2 nd	✍ For students being able to improve their speaking performance, the text "Setting Goals" will be transcribed to phonetics, using the web page 'tophonetics'. Then, at the same time students are seeing the transcription they will hear the audio of the text. It will be played as many times as students will need it.	20:00	Computer The internet Web page	Reading Listening	
	✍ To practice pronunciation, everyone will read aloud the transcription (the teacher had previously given them), Then, students will place every English word below its transcription.	30:00	Sheets of papers	Speaking	

3 rd	✍ For students to have communicative tools, the teacher will play the video: “My OER: Connected speech, features and examples (part 1)” (Galdakao, 2017), where it is fairly well explained how English pronunciation works.	9:39.	Computer The Internet	Listening
	✍ After watching the explanatory video about the sound of the English Vowels & Consonants (Yaw htoi, 2016), students will contrast the written English with the spoken, by listening, reading and repeating “Stories about People” (ManyThings.org, 2015).	15:00	Computer The internet	Reading Listening Speaking
	✍ To make the process of learning enjoyable, as well as entertaining, the class will be split into 5 groups. Using the words taken from the video ‘Setting Goals”, students wrote in the glossary, they will play the ‘tic-tac-toe” game (Anderson, 2014): there are 9 squares upside down and in every square the transcription of one word is written, in such a way that students have to identify the word by writing it down and pronounce it correctly. If they fail, they will obtain an O, and if they win an X. The first group to have three X in a row, either up, down, or diagonally, will win (see annex 4).	25:00	Sheets of paper & a pen	Writing Speaking
4 th	✍ To complete the previous information about English pronunciation, the teacher will play the second part of the video about pronunciation “My OER: Connected speech, features and examples (part 2)” (Galdakao, 2017).	7:19	Computer The Internet	Listening
	✍ To reinforce pronunciation, students will practice phonetics by playing in the web page ‘phonicsplay.co.uk’ (PnonsPlay, 2008)	40:00	Web page	Listening Speaking
	✍ The teacher will give homework, regarding pronunciation, according to every student’s needs.			
5 th	✍ To reinforce the students’ sense of learning autonomy, as well as to assist their spoken	15:00	Computer The Internet	Reading

	<p>performance, students will have to search for chunks, and linking words, in the Internet.</p> <p>✍ Then, everyone will decide which ones are the most helpful for their spoken performance and will order them in relation to communicative purposes.</p> <p>✍ To put theory into practice, students will do exercises and listen audios related to chunks in the web page “Learn >> Improve English fluency with chunks!” (Splendid Speaking, 2010).</p>	15:00		Speaking Writing
		20:00	Web page	Listening Speaking
6 th	<p>✍ In pairs students will practice communicative strategies, such as body language, reformulations or use of synonyms, using the chunks and the linking words chosen.</p> <p>✍ Using the free web site “Spoken skills”, students will do different speaking exercises. They also will be able to record themselves.</p> <p>✍ In the web page ‘BBC Learning English’ students will be able to do speaking quizzes.</p> <p>✍ The teacher will split the class into 5 groups. Then, students will have to discuss about the issue “face-to-face communication versus social networks”. Then they will write down the reached agreements, using chunks and linking words.</p>	15:00		Speaking
		15:00	Computer Web page	Listening Speaking
		20:00	Web page	Speaking Speaking Writing

5.6. Second Didactic Unit Design

The second didactic unit, which is split into two parts or stages, is thought to be implemented into 10 sessions of 50 minutes each, 4 days per week. The first part is going to last 7 sessions and the second part 3 sessions. The idea is to differentiate the student's preparation phase from the organization of the presentation.

The methodology that is going to be used has a 'Task-Based' approach, where students communicate primarily in the L2, although, in the first stage there is a 'humanistic' approach to ease the students' integration in the group. Moreover, the behavioristic 'Audiolingual' method will be also used, to make students repeat the sentences they heard in English. That way, students will adapt their phonatory system to the English pronunciation and rhythm.

In the 'task-based' part, in order make students engage in their learning process, they will try to resolve a problem or quiz, dealing with a topic connected with their daily life, as we have learnt from Hummel (2014), following the steps marked in the 'Creative Problem Solving' method (annex 2). At the same time, students will have the opportunity of building friendly bonds with their classmates, which is thought to make them feel more motivated and confident to express themselves. Finally, the outcome will be students' families witnessing a well prepared students' oral performance.

5.6.1. First stage: Instruction-Elaboration

In this first stage of the second didactic unit, the main goal of the preparation phase is to create a friendly atmosphere among the classmates. Moreover, students will practice pronunciation, the formulaic language they have learnt, plus all the tools given to improve their spoken abilities.

Whereas, in the elaboration process the teacher will introduce students to the subject of the task which has to do with communication and social networks, following the Sewell & ST George model 'Creative Problem Solving' (annex 2).

At this stage the teacher will choose the components of every group, following the criterion suggested by Tomlinson (1999) in which difference between students is not a burden, but an asset that brings variety and enriches any work, as it is explained in the next quotation:

For example, some students grasp an idea best when they see it directly tethered to their own lives and experiences. Others can think about the idea more conceptually. Some students strive for accuracy and eschew the uncertainty of creativity. Others thirst for the adventure of divergence and deplore the tedium of drill. Some students want to sing their understanding of a story, some want to dance the story's theme, some want to draw it, and some want to write to the author or a character. (Tomlinson, 1999, p.12)

As for the linguistic goals, they are those related to group work, which are established in the *Decreto 19/2015, de 12 de junio, Bloque IV, p. 214*:

- *Iniciación y mantenimiento de relaciones personales y sociales.*
- *Descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
- *Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.*
- *Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.*
- *Formulación de sugerencias, deseos, condiciones e hipótesis.*
- *Establecimiento y mantenimiento de la comunicación y organización del discurso; léxico oral de uso común.*
- *Patrones sonoros, acentuales, rítmicos y de entonación.*

The competences that are going to be exercised are: *comunicación lingüística; competencias sociales y cívicas; competencia digital, sentido de iniciativa y espíritu emprendedor, aprender a aprender y expresiones culturales.*

Regarding the English language content, the students will exercise the following: *expresión de relaciones lógicas: conjunción, oposición/concesión, causa, resultado, condición, estilo indirecto; temporalidad; afirmación; exclamación;*





negación; interrogación; expresión de tiempo; expresión de la modalidad; expresión de la existencia; expresión de la cantidad; expresión del espacio y relaciones espaciales; expresión del modo.

The intervention strategies that are going to be used, in this first stage of the second didactic unit, are above all to praise student's achievements and good disposition, as well as being alert to any problem.







The methodology has a 'Communicative' approach, as well as making use of the 'Suggestopedia' and the 'Audiolingual' method. Although, above all, in this unit there will be a 'Task-Based' instruction.

The materials used will be the computer; videos; sheets of paper; projector; the Internet, a soft ball, as well as different web sites.

Table 4: Second Didactic Unit (First Stage)

2 nd Didactic Unit		THE IMPACT OF SOCIAL NETWORKS ON PEOPLE			7 sessions
1 st Stage		INSTRUCTION - ELABORATION			50 minutes
Sessions	Objective & Activity	Minutes	Materials	Skills	
7 th	<p> Group preparation: Students will be sitting in a semicircle, or U shape. Then, the teacher will throw a soft ball to one of the students, who will have to talk about the problems found when speaking in English, as well as of the ways of resolving them. Then, this student will through back the ball to the teacher, who will do the same to another student. Students will be able to use any communicative strategy and, whenever they don't know how to express themselves, they will ask the teacher. The aim of this exercise is students to know how others resolve speaking problems, as well as to create a classmates' partnership, where personal knowledge leads to empathy. The teacher will lead students to understand that everything can be improved if correctly trained; putting the accent in the extra work it is needed to improve any skill.</p>	50:00	A soft ball Background Music (Live your Dreams, 2014)	Listening Speaking	
8 th	<p> In order to practice pronunciation and, at the same time learning some vocabulary related to communication and social network, students will listen and repeat short sentences, in an audio which deals with computer vocabulary, which is in the web page 'Zapp! English' (Tom, 2013).</p>	19:00	Computer Projector	Listening	
	<p> Students will practice conversation, using the chunks and linking words learned.</p>	15:00		Speaking	
	<p> Sensing problems: (Being alert to something needing attention). Students will watch a video titled "Social Media & the effect on the Modern Society" (Samurai88x, 2016).</p>	5:23		Listening	

	✍ To reinforce what has been done in class, every student will look for information, about the issue of communication and social networks, at home.			
9 th	✍ The whole class will watch a video where, apart from practicing listening, students will learn vocabulary related to social media. They will be able to read the transcription. "Is social media a distraction?" BBCEnglish. (2016).	10:00	Computer Projector	Listening
	✍ For students being able to collaborate and find their niche, they will be divided into groups of 5 people. The teacher will try to make heterogeneous groups, taking into account the different goals and learning characteristics of the students. Then, students will share the information they gathered the day before with the rest of the group.	20:00		Speaking
	✍ Finding facts: (Asking questions to find out about the problem). In groups there will be a brainstorming of ideas about the extent social media has changed society. They will use the 'Round Robin' cooperative strategy (see annex 5), where every student will have the opportunity to speak and be recorded.	10:00	A recorder	Speaking
	✍ In order students being able to link the pronunciation of a word with its spelling, as well as having all the data ordered and available, students will write down all what has been recorded.	10:00	Sheets of paper & a pen	Writing
10 th	✍ The teacher will give students a task to do within the group: <ul style="list-style-type: none"> – Three students will be in charge of looking for information in the Internet and pasting it in a google drive document. – A student will have to order the information, according to an agreed pattern. – Another student will be in charge of summarizing this information. 	20:00	Computers Sheets of paper & a pen	Reading Writing
	✍ Finding the problem: (Analyzing the information to arrive to one manageable problem). There	30:00		Speaking

	will be a group discussion about which is the main problem they need to focus on. Finally, students will write down the problem they will have to solve.			
11 th	 The group will choose a 'facilitator', who will explain the problem and encourage creativity; a nominated person will transcribe all the ideas, using the words of the person presenting the idea, which might be clear and concise; the facilitator will organize and categorize the ideas.	40:00	Sheets of paper & a pen	Speaking Writing
	 Then, the group will choose the idea which is more appropriate and easier to implement.	10:00		
12 th	 In order students to have more information about the consequences of social media on people, students will watch the video 'Quit social media' (TEDx Talks, 2016). Then, every group will decide how to implement the idea chosen the day before.	14:00	Computer The Internet Projector	Listening Speaking Speaking
	 Finally, every group will choose a leader to represent the group. This group representative, helped by the rest members of the group, will discuss with the other group representatives about the problems, and the solutions given. The teacher will be the moderator.	35:00		
13 th	 After having had time of thinking about the ideas given by the leader of every group, the whole class will continue discussing about the issue introduced the day before, until an agreement is reached.	20:00	Sheets of paper & a pen	Speaking Listening Writing
	 Making it happen (Develop a plan of action to implement the best solutions): Students will have to design a model where everything, which has been already agreed, is translated to, in order to prepare a presentation.	30:00	Computer	

5.6.2. *Second stage: Organization - Presentation*

This second stage of the second didactic unit will be dedicated to implement all what has been learned so far, which are namely:

- Pronunciation and rhythm rules.
- Use of formulaic units.
- Communication strategies.
- Specific vocabulary.
- The subject dealt with in the unit 'the impact of social networks on people'.

Moreover, the teacher will give students tools to reinforce memory. On the whole, every student will have the opportunity of going over what pose more difficulties for him or her, asking the teacher for help whenever it is necessary.

At this stage students will rehearse and practice until what they have previously set as goals, in the tutorials with the teacher, is reached. Furthermore, they will be shown ways of getting the main information from texts, triggering memory. Likewise, students will learn how to get the best of group work.

Finally, the student's families will have the chance of witnessing how their children work in class, as well as students having the opportunity of being praised, by their love ones, for the effort done.

The intervention goals will be students implementing what they have learned and having satisfactory outcomes. As for the linguistic goals, they are some of those set in the *Decreto 19/2015, de 12 de junio, Bloque IV, p. 214*:

- *Iniciación y mantenimiento de relaciones personales y sociales.*
- *Descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
- *Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.*
- *Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.*
- *Formulación de sugerencias, deseos, condiciones e hipótesis.*

- *Establecimiento y mantenimiento de la comunicación y organización del discurso.*
- *Léxico oral de uso común (producción) relativo a identificación personal: actividades de la vida diaria; familia y amigos; lengua y comunicación; tecnologías de la información y la comunicación.*
- *Patrones sonoros, acentuales, rítmicos y de entonación.*

As for the competences the students will practice, in this last stage of the second didactic unit, they are going to be the following: *comunicación lingüística; competencias sociales y cívicas; competencia digital; sentido de Iniciativa y espíritu emprendedor; aprender a aprender; conciencia y expresiones culturales.*






Regarding the content of this unit, is going to be the following: *expresión de relaciones lógicas: conjunción, disyunción, oposición/concesión, causa, resultado, condición, estilo indirecto; expresión de la modalidad; expresión de la existencia; expresión de la cantidad; expresión del espacio y relaciones espaciales ; expresión del tiempo; expresión del modo.*

The intervention strategies, at this second stage of the second unit, will be similar to the first stage, where the tasks are adapted to every students and the teacher will be alert to any problem.

The methodology will have a 'communicative' approach; there will also be corrective feedback and a 'Task-Based' instruction.

In this last part, where students will be preparing the presentation, the materials that are going be used will be a computer, a projector and the power point program.

Table 5: Second Didactic Unit (Second Stage)

2 nd Didactic Unit		THE IMPACT OF SOCIAL NETWORKS ON PEOPLE			3 sessions
2 nd Stage		ORGANIZATION - PRESENTATION			50 minutes
Sessions	Activity Explanation	Minutes	Materials	Skills	
14 th	<p> Students will prepare a presentation in power point about the topic of communication and social networks, to be hold in front of their families. There will be 5 groups, every group will be in charge of a part, which in turn will be divided among its 5 members:</p> <ol style="list-style-type: none"> 1. A group will prepare the introduction of the issue. 2. Another group will show all the facts regarding the subject. 3. Another group will put the focus on a given problem, developing it. 4. Another group will give different imaginative solutions to the problem. 5. Another group will show how it will be when the solution is implemented. 	50:00	Computer Microsoft Power Point	Speaking Writing Listening	
15 th	 Students will learn how to make mind maps (mindmapping.com).	30:00	The Internet Free mind maps Web sites / Sheets of paper & a pen	Writing Speaking	
	<p> To foster satisfactory oral production in students, in pairs, every student will rehearse his or her part, using formulaic language, as well as communicative strategies.</p> <p> For homework, every student will have to rehearse, his/her part, first in front of the mirror and then, in front of their family.</p>	20:00		Speaking	
16 th	 Rehearsal, in class, of the whole presentation.	50:00	Computer Projector	Reading Speaking	

5.7. Materials and Resources

In order to have all the materials, and resources needed for the accomplishment of this innovation project, gathered altogether in just one place, next there is a list of all of them:

1. A recorder.
2. The Video “Setting Goals” (McMasterUTV, 2014).
3. The article “8 ways psychologists say successful people achieve their goals” (Weller, 2017).
4. Sheets of papers with the transcription of “Setting Goals”.
5. Background music (Live your Dreams, 2014).
6. Sheets of papers.
7. Pens.
8. Computer.
9. The Internet.
10. The web page ‘Tophonetics’.
11. The video ‘My OER: Connected speech, features and examples (part 1 and 2)’ (Galdakaoo, 2017).
12. The web page ‘phonicsplay.co.uk’.
13. The web page ‘spoken skills’.
14. The web page ‘BBC Learning English’.
15. A soft ball.
16. The web page ‘Zapp! English’ (Tom, 2013).
17. The video ‘Social Media & the effect on the Modern Society’ (Samurai88x, 2016).
18. The article ‘Is social media a distraction?’ (BBCEnglish, 2016).
19. The ‘Tic-tac-toe’ game.
20. The cooperative game ‘Round Robin’.
21. The video ‘Quit social media’ (TEDx Talks, 2016).
22. The free mapping web site ‘mindmapping.com’.

5.8. Evaluation

Regarding the evaluation criteria, the teacher will value the involvement every student has had during the two didactic units, plus their performance in the oral presentation.

Likewise, the final presentation will serve both, for students as a personal measurer, and for the teacher as a testimony of the students' L2 speaking progress. In fact, this data will serve the teacher as an indicator of what works, and what does not work, in making students to grow their confidence with their oral skills.

All of it, without forgetting that, the purpose of this didactic unit is to motivate students to take the reins of their L2 spoken learning process.

In any case, the function of the teacher is to support students in their individual development, as well as to give them the tools needed, for them to be willing to make the effort to improve their self-efficacy sense, as Tomlinson (1990) declares: "assessment is today's means of understanding how to modify tomorrow's instruction" (p. 10).

Nevertheless, the assessing standards will be those found in the "*Decreto 19/2015, de 12 de junio*, (p. 209), regarding the communicative functions of the language, which are namely:

- *Capta los puntos principales y detalles relevantes de mensajes grabados o de viva voz, claramente articulados, que contengan instrucciones, indicaciones u otra información, incluso de tipo técnico.*
- *Entiende lo que se le dice en transacciones y gestiones cotidianas y estructuradas.*
- *Identifica las ideas principales y detalles relevantes de una conversación formal o informal cuando el discurso está articulado con claridad y en una variedad estándar de la lengua.*
- *Comprende, en una conversación informal en la que participa, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, cotidianos o menos habituales.*

- *Comprende, en una conversación formal o entrevista en la que participa información relevante y detalles sobre asuntos prácticos relativos a actividades académicas u ocupacionales de carácter habitual y predecible.*
- *Distingue, con apoyo visual o escrito, las ideas principales e información relevante en presentaciones o charlas bien estructuradas y de exposición clara sobre temas conocidos o de su interés relacionados con el ámbito educativo u ocupacional.*
- *Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso.*

However, the next rubric will serve as a model for assessing the students' engagement, achievement of goals and presentation performance:

Table 6: Evaluation Rubric

EVALUATION RUBRIC				
PARAMETER	CRITERIA			POINTS
	3	2	1	
Level of engagement in class	Student suggests solutions to problems.	Student contributes to class.	Student rarely contributes to class.	
Level of involvement in achieving goals	Student acts proactively, listens and asks questions.	Student listens and asks questions	Student rarely asks questions.	
Presentation performance	Student works hard and this is shown in the presentation.	Student is confident enough to make an acceptable presentation.	Student is not confident enough to make a good presentation.	

6. DISCUSSION

From birth, the primary instrument human beings use for communicating is the voice, making sounds to resemble what they hear. In the process, children self-regulate their oral production, at the same time that they adjust their vocal tract, and auditory system, to the language phonetical structure. The importance of this physical adaptation is something second language teachers should take into account when teaching an L2, especially when the L1 and the L2 phonetical structure, stress and rhythm are different.

However, along the Spanish' teaching languages history, educators seemed not to have taken into consideration the oral nature of languages. As a matter of fact, not very long ago, the English teaching approach, at schools has been mainly focused on grammar, leaving little, if not nothing, room for students to practice the oral skills.

What is more, in Spain there is the outspread custom of dubbing all foreigner languages into Spanish, which, as a result, does not allow people to get familiar to the sound of these languages.

As a result, monolingual students haven't had the need to adjust their vocal apparatus to other languages, what has caused their auditory system, and voice tract, to lose flexibility, having difficulties in properly distinguish, and produce, these unfamiliar sounds.

Besides, it seems that, although the interest of learning languages is on the rise, due to work field demands, or to become socially integrated when travelling abroad, motivation for using other languages is not within the Spanish people's culture.

All these obstacles have to be saved, when teaching English at Spanish schools. Consequently, the role of English language teachers is not only to transfer their knowledge to students, but to deal with the abovementioned difficulties, in order to ease the students' L2 learning problems.

That is why, if teachers make students realize that, when they do something regularly, as Bandura (2006) assures, they gain ability and efficiency, learning that

way that capability is not the same that ability, they will be more willing to do the effort needed it to overtake any obstacle.

Likewise, by students not feeling the classroom as being a competitive field, their motivation towards participating in class will be likely to rise, reducing that way the pressure of speaking in a foreign language, apart from providing them with more chances to self-regulate. Conversely, to sign a commitment contract will trigger the students' pride, redirecting the students' competitiveness to a personal field.

Furthermore, learning how to work collaboratively with their classmates would ameliorate the classroom atmosphere, as well as help students to be more integrated in a 'social scenario' (Costa, 2009). Besides, to be considered as successful learners by their love ones, will enhance their self-esteem.

Moreover, it is expected that, together with all the above-mentioned, to give them the right speech resources, and speaking tools, will make students have better speaking performances, enhancing that way their self-efficacy sense.

Nevertheless, since adolescents cannot yet be considered adults, but children in their way to adulthood, these students may not be consistent with their commitment, causing setbacks to their personal learning process. However, in the abovementioned case, the teacher will have to be firm respecting to what has been set in the personal 'Commitment Contract' by giving them the correspondent feedback.

Additionally, there are other hindrances, such as the fixed school timetables, the Teaching Center characteristics, as well as all the hurdles that come from the different students' personal backgrounds, which will have to be also surpassed.

All things considered, the implementation of this innovative project within a teaching course schedule is quite feasible, both for the content given, which is consistent with what is set by law, and for the way it is presented. Besides, the benefits L2 learners will get, not only will outweigh the drawbacks, but also the possible difficulties can be easily overcome.

Certainly, as already stated, the main problems may come from the possible asynchrony that could be between the fixed school timetables, in what content and evaluations is concerned, and the students' development pace.

Moreover, as the content of the proposed didactic unit enables students to implement the four language skills, plus allowing the achievement of most of the linguistic competences set by law goals, it is possible to do some changes in the program, without perturbing the achievement the goals pursued.

Furthermore, even if the tools or teaching methods, suggested in this innovative project, may not work the way they were supposed to do, there are many others resources that can be tried or adapted to every students group or situation.

However, the best way of overcoming any teaching difficulty is to remain with an open mind, knowing exactly what you want to achieve as an educator, in order to respond effectively to the different situations that may appear.

7. CONCLUSION

The current innovative project aims at students being willing to communicate and interact in English, or at least, to make them decrease their grade of anxiety when talking in the L2.

To ensure that students have a good pronunciation is surely one of the major solutions for making them to be confident in their spoken performance. Furthermore, this will enhance the student's self-efficacy sense, activating that way the whole learning process.

To make the abovementioned happen, in this innovative project, students are given pronunciation tools, as well as been taught communicative and speaking strategies, which are believed to help language learners to have fewer problems when talking in English.

Likewise, as self-concept is said to be built up after contrasting oneself with the others, to do group work in class will give students the chance of witnessing that everybody has strengths and weakness, providing them, that way, with opportunities for finding their niche.

Besides, students will also be able to show themselves, as well as their families, that, if they make the effort and are guided in the right direction, they are capable of achieving goals.

Therefore, encouraging students to bet for themselves -despite them making errors- allow them not to give up speaking in English -and, in doing so, to have opportunities to self-regulate their oral production, which allows students to be conscious of the fact that ability is achieved by way of doing.

Moreover, in this innovation project there has been the opportunity of putting into practice the theory learned in the literary review, as well as applying the different teaching methods, which lets teachers to adapt classes to the different students' needs.

What is more, thanks to students having the opportunity to learn pronunciation and speech strategies in a friendly classroom atmosphere, the main objective of this innovative project, "to foster satisfactory oral productions in the English

language classroom of 4th of Compulsory Secondary Education” can be said that it has been achieved.

Furthermore, by students speaking in English, using computers and the Internet, as well as learning speaking strategies, plus them being proactive in resolving group tasks related to cultural expresiones, students achieve to implement the competences set in the Decreto 19/2015, de 12 de junio, por el que se establece el currículo de la Educación Secundaria Obligatoria y se regulan determinados aspectos sobre su organización así como la evaluación, promoción y titulación del alumnado de la Comunidad Autónoma de La Rioja (BOR nº 79, 2015, p.2): *Comunicación lingüística; Competencia matemática y competencias básicas en ciencia y tecnología; Competencia digital; Aprender a aprender; Competencia social y cívica; Sentido de iniciativa y espíritu emprendedor; y Conciencia y expresiones culturales.*

Surely, there will be some variables this innovation project has failed to have taken into account. Especially, because, for teachers to be able to be objective and precise, plus the teaching methods they used to be effective, the activities offered have to be adjusted to the students’ learning process.

Likewise, in a real classroom there has to be an adaptation of the activities to the day-to-day timetable. Besides, as we are dealing with unpredictable, human variables, which depend on the students’ characteristics, as well as on the previous teachers’ teaching methods, plus the characteristics of the teaching center, among others aspects related to learning, the teacher has to be ready to change of teaching approach to adapt it to the different situations.

For that reason, we suggest to make further research on how to boost a well sustained students’ self-efficacy sense. However, it would be better if they are based on real experiences in the classroom, and done with different type of students and levels.

As for the specific competences consolidated in this innovative project as result of all what has been learned in the ‘Máster en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de

Idiomas', they are the following (Guía para el Trabajo Fin de Master 2017-2018, pp. 2-3):

1. *CE18 Adquirir criterios de selección y elaboración de materiales educativos.*
2. *CE26 Adquirir experiencia en la planificación, la docencia y la evaluación de los materias correspondientes a la especialización.*
3. *CE28 Dominar las destrezas y habilidades sociales necesarias para fomentar un clima que facilite el aprendizaje y la convivencia.*
4. *CE29 Participar en las propuestas de mejora en los distintos ámbitos de actuación a partir de la reflexión basada en la práctica.*

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10. ANNEXES

10.1. Annex 1: The Adolescence Positive Development Model

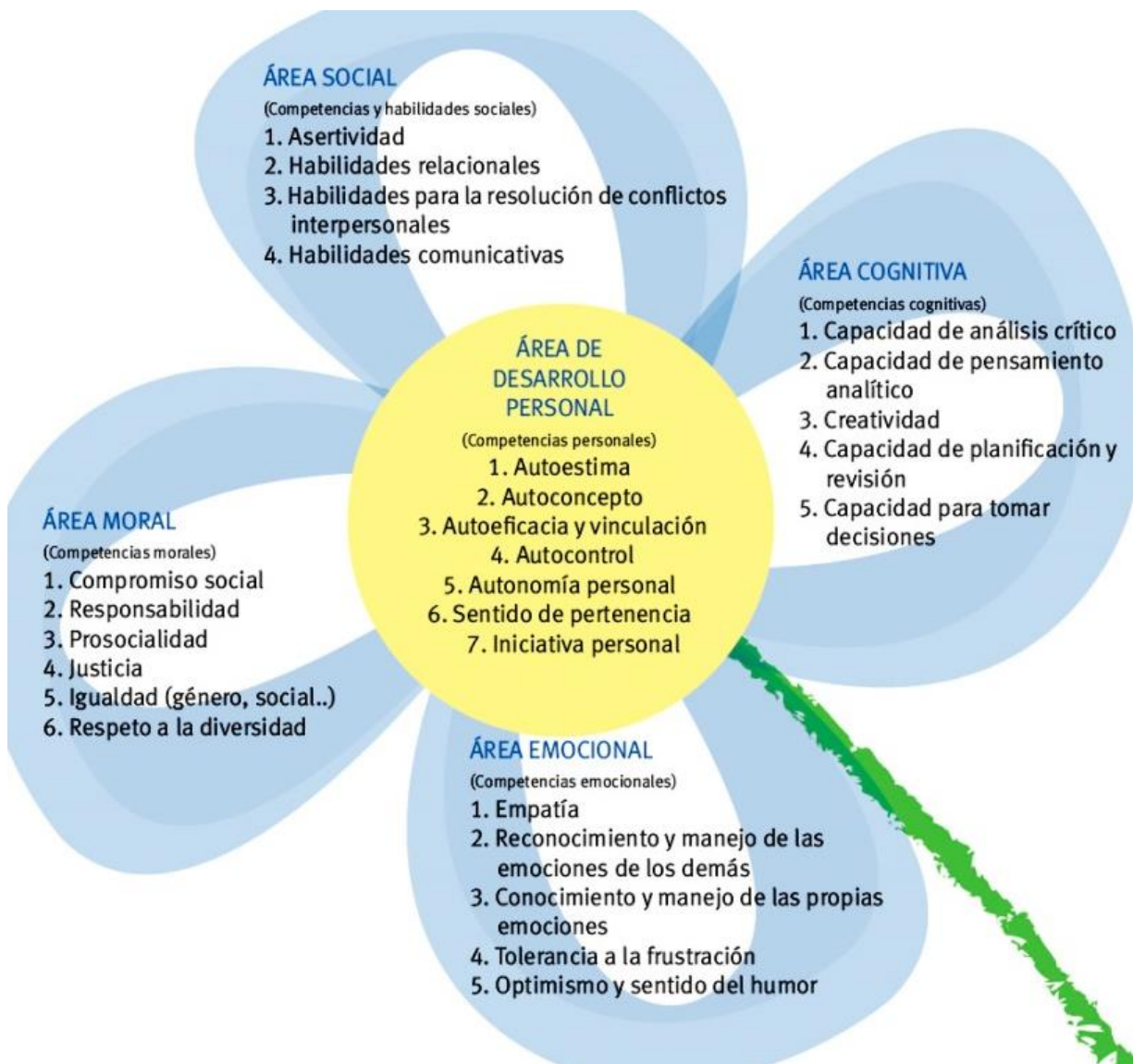


Figure 1: Example of the Adolescence Positive Development Mode (Oliva, Ríos, Antolín, Parra, Hernando & Pertegal, 2010, p. 17)

10.2. Annex 2: Creative Problem Solving Method

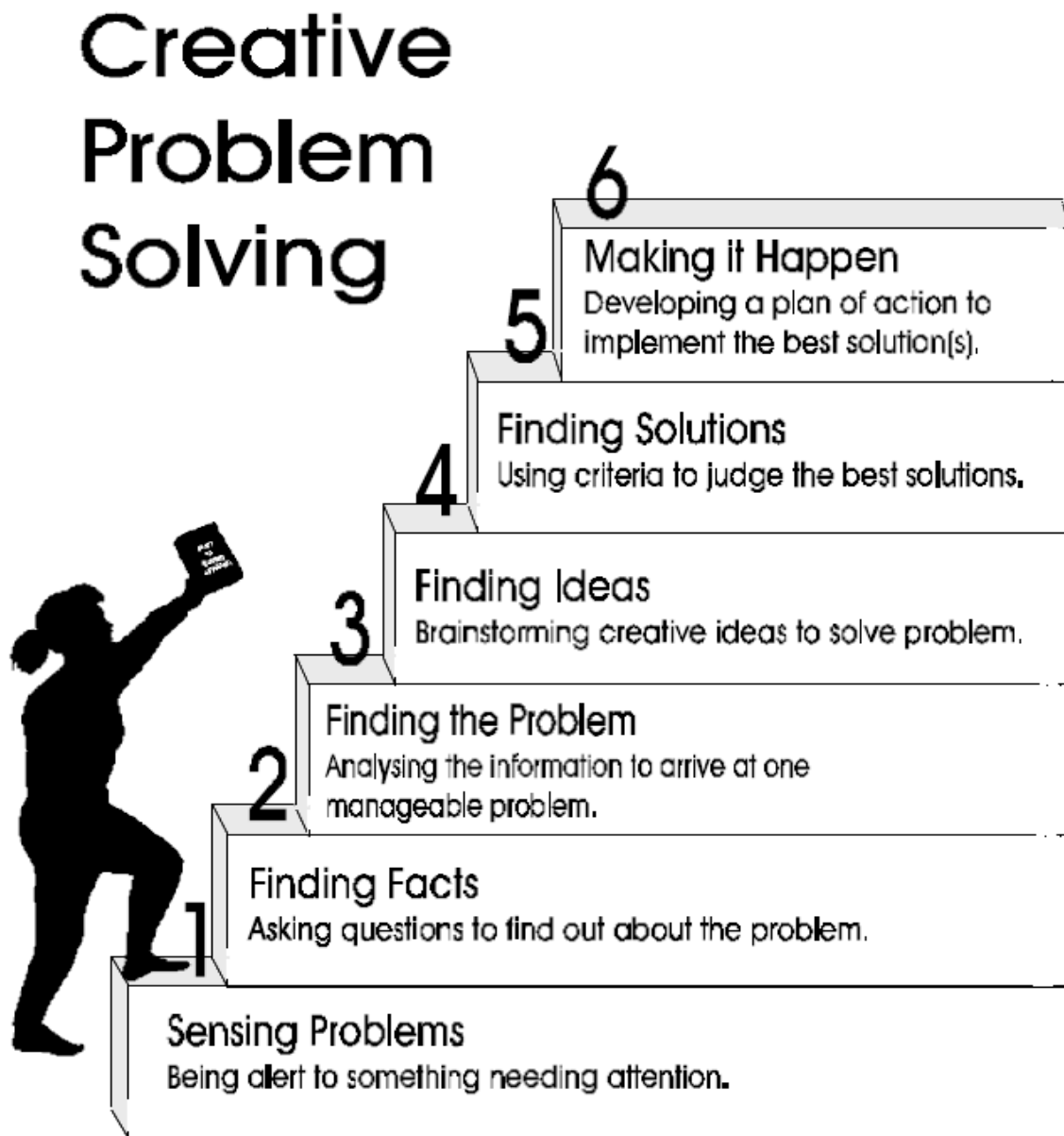


Figure 2. Example of the steps students have to follow in the 'Creative Problem Solving' method (Sewell & St George, 2000, p.62)

10.3. Annex 3: Students' Commitment Contract



REACHEABLE GOALS

COMMITMENT CONTRACT 

I.....hereby declare that I
will make everything possible to acquire the next goals:

1°

2°

3°

4°

5°

6°

Student Name:

Teacher's Signature: Date:

Student's Signature: Date:

Figure 3: Commitment contract to be signed by every student and teacher

10.4. Annex 4: Pronunciation Games

TIC TAC TOE GAME

<p>æz ə ri'zʌlt</p> <p>Word.....</p> <p>Pronunciation</p>	<p>fɔ: ðæt 'ri:zn</p> <p>Word.....</p> <p>Pronunciation</p>	<p>ɔ:l ɪn ɔ:l</p> <p>Word.....</p> <p>Pronunciation</p>
<p>ə 'kʌpl ɒv</p> <p>Word.....</p> <p>Pronunciation</p>	<p>ɒn ðə həʊl</p> <p>Word.....</p> <p>Pronunciation</p>	<p>æt ðə 'məʊmənt</p> <p>Word.....</p> <p>Pronunciation</p>
<p>sɔ:t ɒv</p> <p>Word.....</p> <p>Pronunciation</p>	<p>aɪ dəʊnt nəʊ ɪf</p> <p>Word.....</p> <p>Pronunciation</p>	<p>'dʒenərəli</p> <p>'spi:kɪŋ</p> <p>Word.....</p> <p>Pronunciation</p>

Figure 4: Write the transcribed word and pronounce it. If you hit it have an X and if you fail an O. The one who place three X in a horizontal, vertical, or diagonal row wins (Anderson, 2014)

10.5. Annex 5: Collaborative Working Strategies

ROUND ROBIN COLLABORATIVE STRATEGY

The Round Robin strategy is a brainstorming strategy where students are situated around a table in an academic discussion. Like other brainstorming sessions, students generate ideas on a specific topic or question. However, with this strategy, there is equal participation among students as well as multiple discussions taking place.

- **Equal Participation** – The most effective thing about this strategy is that each student within the group has an equal opportunity to participate in the discussion. One student leads the discussion, then each student takes her turn voicing their opinion on the topic. In some cases, one student will be assigned the recorder where their job is to record everything that each student says. If the teacher finds that students are talking out of turn then sometimes they will use “Talking chips,” where students must turn in one chip each time they voice their opinion.
- **Group Discussions** – Tables are arranged around the classroom and positioned so that there are multiple brainstorming discussions taking place at one time. When the timer goes off or when the teachers says, each group moves to another table where the topic is different. Once groups have rotated to all tables, the Round Robin discussion strategy is over.

How to Use it

Follow these steps to effectively use the Round Robin Discussion strategy in your classroom.

Steps:

1. The best way to implement this strategy into your classroom is to first think of the topic that you want students to discuss.
2. Next, decide on the amount of questions or topics you would like to be discussed so you know how many tables/groups you will need.
3. Arrange the desks or tables so that discussion flows nicely and students can move about easily. Also, consider the placement so that groups won't be distracted by other groups.
4. Give each table one discussion sheet (preferably a different color) along with a variety of different-colored pens (this will help distinguish groups from one another). Assign one person the leader of the group and another the recorder.
5. Set a timer for each group. Also, give groups tokens so when it's each student's turn to talk, they must turn in a token. This helps the groups move along.
6. Once each group has gone (and before they move to the next group), have the leader present their group's ideas.

Figure 5. Explanation of how the Round Robin strategy works (Cox, 2018)